



Grades 7 & 8

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 7 & 8

**Developed by
The Wisconsin Department of Public Instruction
Office of Student Assessment**

**Adapted From
The Pennsylvania Department of Education's
Pennsylvania System of School Assessment
English Language Arts Item and Scoring Sampler for 7th and 8th Grade**



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INTRODUCTION

Overview

The English language arts (ELA) section of the Forward Exam includes a Text-dependent Analysis (TDA) question. A TDA requires students to use their best writing skills to compose an essay. Within the essay, the student must respond to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. The TDA allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.

In order to successfully answer a TDA, students must

- Demonstrate a deep understanding of the passage(s).
- Thoroughly analyze passage(s) to support claims, opinions, and ideas.
- Use a strong organizational structure with effective introduction, body, and conclusion paragraphs.
- Reference the passage(s) using main ideas, details, examples, quotes, and/or facts as evidence.
- Use precise language from the passage(s)
- Use proper grammar and punctuation.

Students will have up to 5,000 characters to formulate their response.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, and
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

This document contains samples of TDA test questions, stimulus passages, and student responses. It is intended to be used as a guide for educators and students when preparing for the Forward Exam.

Connection to the Standards

Wisconsin's Academic Standards for English Language Arts (ELA) are divided into the four areas of reading, writing, speaking and listening, and language use.

The ELA writing standards include a cluster of three standards called "Text Types and Purposes" which are:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

The writing standards also include a cluster called “Research to Build and Present Knowledge.” Standard 9 in this cluster is:

- Draw evidence from literary or information texts to support analysis, reflection, and research.

The ELA reading standards include a cluster of three standards called “Key Ideas and Details” which are:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Questions or prompts require students to prove their knowledge and abilities as stated in the above referenced reading and writing standards. Further, these prompts show that literacy is an integrated process where reading and writing (and speaking and listening and language use) are not separate skills, but work together. However, it is important to recognize that Forward Exam results on the TDA portion are reported as an assessment of purely the writing standards noted above.

Rubric and Scoring

The TDA is scored using a [four point holistic rubric](#) that measures writing skills and the student’s ability to analyze and use information from the passage in order to develop a comprehensive essay. The rubric is provided with each sample TDA in this document. Students may receive an initial score of 0-4. This score is then multiplied by 2 giving the student a final TDA score of 0, 2, 4, 6, or 8.

Automated essay scoring or artificial intelligence (AI) scoring is used to score student responses to the TDA. AI scoring of essays is reliable when compared to traditional human scoring. Successful models rely heavily on accurately scored student responses from which the AI training sets are derived. To develop the AI training sets, student responses are scored twice, independently, by DRC’s professional hand scoring staff. Once a representative sample is scored, responses and corresponding scores are delivered to the AI team for model development. Using previously scored student responses, specialists create task specific algorithms that are used to accurately predict how humans would score these student responses. To validate AI scoring accuracy, DRC conducts a 20 percent human read behind of randomly selected student responses. This double check of scoring provides an additional quality check of the AI scoring engine.

There may be some instances where AI is unable to score a student response. . These types of responses are routed to DRC’s hand scoring team for evaluation. DRC will either complete human hand scoring for these responses or confirm that the responses are not-scoreable. The following is a list of reasons the TDA would not be scoreable and would receive a score of zero:

- Blank
- Copied text (text from passage or question)
- Non-scoreable
 - Responses written entirely in a language other than English

- Online or typed responses that are incoherent due to consisting of incomprehensible strings of words that are not clearly a Refusal or Off Topic (e.g., *best day school teacher inspired so I car*)
- Responses too insufficient to be assessed by the criteria on the rubric
- Responses that address some part of the question, but do not contain any logical/accurate/relevant reference to the passage(s) or any ideas contained in the passage(s)
- Responses that consist solely, or almost solely, of text copied directly from the passage(s)
- Refusal
- Off topic

Purpose and Uses

The TDA samples in this booklet will **not** be used on the Forward Exam and may, therefore, be used for professional development, improving instruction, and student practice. The sample questions in this document illustrate the layout of the TDA that students will encounter on the Forward Exam. This document also includes student responses at each score level as well as the comments that accompany each response.

Professional Development

Sample questions are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the Forward Exam relative to the Wisconsin Academic Standards for ELA. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use the TDA sample questions in classroom activities in order to help students understand how to:

- respond to TDA questions in essay form using with complete, thought-out answers; and
- use good test-taking strategies.

Student Practice and Test Preparation

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of questions they will be required to answer. All students should have the opportunity to practice with the Online Tools Training (OTT) to work with the item types and tools they will encounter on the exam within the online testing system. The OTT includes a sample TDA.

While using this TDA Sampler for test preparation practice, care should be taken that this is done in a **balanced manner and one that helps to enhance student knowledge of subject matter** as well as test performance. It is not recommended that excessive time be spent prepping students for any item type. TDAs measure specific standards and therefore should be incorporated into day-to-day classroom instruction. Additional TDA resources are available for use during instruction on the [Forward Exam Resources web page](#).

Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

Testing Time for the Forward Exam

The suggested testing time for the TDA is 40-60 minutes. As the Forward Exam is an untimed test, students should be given as much time as necessary to complete the TDA within reason. It is strongly recommended that the TDA be administered first thing in the morning, allowing students ample time to complete their essay without having to return to it another day. Students should not be writing the TDA for several hours so please make sure students are making progress and completing the TDA in a reasonable amount of time.

Sample Items

Each TDA is displayed with a scoring rubric and examples of student responses with scores and annotations.

Directions

On the following pages are the reading passages and TDA.

Directions for Text-Dependent Analysis (TDA) Questions:

The ELA TDA question will ask you to analyze the passage and use the evidence from the passage to write a response.

For the TDA response:

- Be sure to read the passage or passages and TDA question carefully.
- Review the Writer's Checklist to help you plan and organize your essay.
- You may look back at the passage to help you write your response.
- Be sure you have an introduction, supporting paragraphs, and conclusion
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure you explain your evidence
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Passage 1

Read the following drama about the nurse and medical reformer Florence Nightingale, who in 1837 was in conflict with her family's view on the role of a woman in society.

Mission of Mercy

by Esther Lipnick

Characters

Florence Nightingale

Parthenope, her older sister

Agnes, a friend

Mary Morse, a nurse

Dr. Hall

Dr. Goodale

Sir Harry Verney, Parthenope's husband

Lord Ashworth, Agnes's husband

Butler

Boy's Voice

SCENE 1

Time: 1837.

Setting: *The living room of the Embley Park home of the Nightingales.*

At Rise: *Florence Nightingale, a gangly girl of seventeen, is standing beside a globe of the world. There is an unfinished sampler¹ on a footstool beside her. Parthenope, her older sister, is seated on an elaborate divan², embroidering; Agnes, seated across from Parthenope, is also embroidering intently. Florence seems upset as she twirls the globe around almost angrily.*

Parthenope (*Looking up from her work*): Flo, have you finished the sampler you were doing for Aunt Mai?

Florence (*Shakes her head without looking up*): No.

¹sampler—a piece of embroidery made as an example of needlework skill

²divan—furniture used for sitting

Florence: Court. Humph! (*The two girls look at Florence, shocked.*) I don't mean to be disrespectful. It's just—oh, it's just that I'm not made for this sort of life. Summer at Lea Hurst near the quaint village of Lea in Derbyshire, winter at fashionable Embley Park near Romsey. Surrounded by flowers and birds and servants. Ladies! Humph! Music and grammar, composition and modern languages. A lady must know Greek and Latin and mathematics and the antics of Caesar and Hannibal! It's—it's like lying on one's back and having liquid poured down one's throat. (*Pauses for a moment to get her breath; picks up her sampler, looks at it scornfully as she speaks.*) Embroidery! Like a bird in a gilded cage—like a fool I sit here sewing verses I don't mean. (*Reading from sampler.*)

“When I was young and in my prime / You see how well I spent my time. / And by my sampler you may see / What care my parents took of me.”

(*Florence begins to laugh, almost hysterically.*)

Parthenope (*Stands up, very angry*): Stop that, Florence. You're forgetting your position. (*Florence drops sampler onto floor; then sits down dejectedly on the footstool, her hands covering her face.*)

Florence (*Barely audible*): Yes, my position.

Agnes (*After a brief silence*): But, Florence, what else can an English lady do?

Parthenope: That's just it. Sometimes I feel that my sister isn't English at all. You know she was born in Florence, Italy.

Agnes: Your parents were traveling there at the time—(*There is a sudden sound of crying outside the window as Agnes speaks. Florence jumps up as though electrified and runs to window.*)

Florence: What has happened out there?

Boy's Voice (*Off, from outside window*): Cousin Jerry fell out of the tree and skinned his leg.

Florence: Don't move him or touch him in any way. I'll be right out. (*She looks almost radiant as she turns to go, talking as if to herself.*) I must heat some water and get some clean bandages. (*Exits, left*)

Agnes (*Suddenly, to Parthenope*): I have it, Parthenope. Your sister wants to be a—

Parthenope: Nurse.

Agnes: How dreadful! Such a lowly profession, worse than being a kitchen-maid! (*Florence reenters with basin and bandages, crosses stage almost running, and exits. The girls look after her.*)

Parthenope: Yes, and she'll have her way. Mark my words, it won't be long before she'll be traveling on the continent to start her training. I know my headstrong sister and (*Lowers her voice*) I've seen her devour in the privacy of her room reports of medical commissions, pamphlets of sanitary authorities, and histories of hospitals and homes!

Agnes: But your parents, what will they say?

Parthenope (Resignedly): Oh, they'll be most unhappy, but they'll give in after a struggle. (*Looks up*) I can hear my mother saying, “We are ducks and have hatched a swan.”

SCENE 2

Time: 1855, during the Crimean War.

Setting: “Sister’s Tower,” Florence Nightingale’s headquarters in the Barrack Hospital at Scutari.

At Rise: Florence Nightingale is sitting bent over a rough, unpainted table, writing letters.

Florence (*Aloud, as she writes*): My dear Mrs. Conrad, your boy, Jim, has asked me to say “hello” to you. He is doing very well and has shown much progress since he’s been brought here. Do not worry. His eye has improved greatly. (*There is a knock at the door. Mary Morse, a nurse, enters, carrying scrub brush and pail.*) Come in, Mary.

Mary: Oh, Miss Nightingale, I thought I’d drop in to say good night. The wards have all been scrubbed clean.

Florence: Good girl, Mary. You’re on the way to becoming a fine nurse. You’re learning the importance of cleanliness—I’ll never be able to stress that too strongly.

Mary (*Smiling*): Thank you, Miss Nightingale. You know I was thinking while I was scrubbing the floors, wouldn’t they be surprised back home if they saw me doing such work. They’d think I’d gone plumb mad.

Florence (*Smiling*): Yes, they called me mad, too, when I came here, because the first thing I asked for was a supply of sacking and two hundred hard scrub brushes for washing floors.

Mary: You mean you didn’t even find that here?

Florence: No, not a basin, not a towel, nor a bit of soap, nor a broom—

Mary: Heavens, Miss Nightingale, then all those stories are true, about the laundry, and the cooking, and the storekeeping.

Florence: I don’t know what you’ve heard, Mary, but it’s the same thing all over again. Cleanliness, cleanliness is the thing I’ve had to fight for time and again. It can be such a simple thing, too. Why shouldn’t a soldier wear a clean shirt on the front as well as at home? And isn’t it more important that a sick man should eat food that is appetizing, like broths and jellies, rather than hunks of bread and raw meat?

Mary (*Nodding*): It’s just common sense, Miss Nightingale. Then why is it so hard to make them understand? Why did Dr. Hall oppose you so?

Florence: My dear girl—that’s an age-old question. Man still believes that a woman’s place is in the home.

Mary: In the home. (*Musingly*) I wonder what they’re doing at home now?

Florence (*Rather dryly*): Drinking their afternoon tea.

Mary (*Straightens her shoulders and looks squarely at her superior*): I’m glad I’m here with you, Miss Nightingale. Good night.

Florence: I’m glad you’re here, too, Nurse Mary Morse. We need more women like you. Good night. (*Mary exits. Florence looks after her, then resumes her writing. Aloud, as she writes*) Your son will soon be writing to you himself. Yours truly. (*There are footsteps outside the door, and men’s voices can be heard. A knock follows.*) Come in, come in, gentlemen. (*Two medical officers enter, one dressed in white, the other in military uniform.*)

Dr. Goodale: Good evening, Miss Nightingale.

Dr. Hall: Good evening, Miss Nightingale.

Florence: Good evening, Dr. Goodale, Dr. Hall. Be seated, gentlemen. (*They sit down on the bench.*)

Dr. Goodale: We'll be but a moment, Miss Nightingale. I see you are busy as usual.

Dr. Hall: I have news for you, Miss Nightingale. I am leaving for England tonight on official business.

Florence: For England! I am sorry to see you leave, Doctor. We shall miss you.

Dr. Hall (*Waves her last remark aside*): No, you won't, Miss Nightingale. I am leaving the hospital in good hands—in yours and Dr. Goodale's. But I haven't merely come to say goodbye; as a matter of fact the reason for my visit is twofold.

Florence (*Interrupting him*): Yes, Dr. Hall. You're going to ask me if I have a message to send them back home. Well, I have. (*Stands, facing him and becomes very businesslike and brisk*) Tell them that the supplies I stocked up on at Marseilles are running out. Tell them to stop this red tape³ which entwines all the official stores sent from England. Tell them men can't wait for a Purveyor who in turn has to wait for a Board of Survey to examine goods sorely needed. Delay is maddening. We're dealing with human lives. Human lives, Dr. Hall!

Dr. Hall: Yes, Miss Nightingale, I shall see what I can do.

Dr. Goodale: And while you're at it, Dr. Hall, you might tell them how Miss Nightingale put to work the women who followed their husbands to the front. Tell them how these women work in the laundry, washing clothes. Tell them that before Miss Nightingale came only six shirts a month were washed. Tell them of the diet kitchen she set up. And tell them what fools we doctors were and how we opposed her every move.

Florence: Come, come, Dr. Goodale, let's forget that.

Dr. Hall: That indeed is the second motive for my call. I've come to apologize for being a stubborn mule and to salute you. I salute you, Miss Nightingale, and wish you luck and health that you may continue your work of mercy here.

Florence (*Shakes hands with Dr. Hall as he rises, ready to leave*): Thank you, Doctor.

Dr. Goodale (*Shakes hands with Florence too*): Good night, Miss Nightingale.

Florence: Good night, Doctor. (*They exit, center. Florence returns to her work, sits for a moment with her head in her hands, then rises. She goes to shelf and gets a kerchief which she ties around her head, throws a shawl over her shoulders, lights her lamp, puts some paper and a pencil in her pocket, picks up her lamp.*) And now I must visit my dear children. (*Starts off, as curtain falls.*)

SCENE 3

Time: August 7, 1856.

Setting: Living room at Lea Hurst, summer home of the Nightingales.

³ red tape—unnecessarily complicated tasks required by an organization

At Rise: *The lamps are lighted. There is much laughing and conversation. Lady Agnes and her husband, Lord Ashworth, are seated on a divan. Directly opposite, Parthenope is reclining comfortably on a chaise lounge, while her husband, Sir Harry Verney, sits on an elaborate footstool beside her. A serving table is laden with fruit and sweets, and the ladies are eating almost continuously.*

Lady Agnes (*Between bites of candy*): And when was the last time you heard of your sister?

Parthenope: Oh, just the other day.

Lord Ashworth: I say she ought to be in any day. The ship on which she is expected is due to arrive very shortly.

Sir Harry: Oh, yes. Preparations are all complete for the homecoming of my illustrious sister-in-law. Three military bands have been rehearsing ceaselessly for weeks on end.

Lady Agnes (*Taking another candy*): Somehow I can't picture Florence accepting all this fanfare. She never had any use for the conventional things.

Parthenope (*Reaches out for candy*): No, not our wild swan. Sometimes, I almost lose patience with her. I was quite angered when she refused to come home after contracting Crimean fever. Stubborn as ever.

Sir Harry: What is it she wrote you? "I am ready to stand out the war with any man," and by Jove she has!

Lord Ashworth: I say, I almost forgot. One of my tenants showed me a letter his son sent him from the Crimean front, and I've always intended to read it to you. (*Searches in his pocket and brings out a much wrinkled piece of paper; adjusts his glasses and reads*) "What a comfort it was to see her pass, even. She would speak to one and nod and smile to many more, but she could not do it all, you know. We lay there by hundreds, but we could kiss her shadow as it fell, and lay our heads on the pillow again content."

Sir Harry: I say, that's a fine tribute.

Parthenope (*Wiping her eyes*): May I see it? (*Lord Ashworth hands it to her. Sir Harry gets up as if to break this sentimental moment.*)

Sir Harry: I think we could all do with a spot of tea.

Lord Ashworth: Splendid idea. (*Sir Harry rings for Butler who rushes in, obviously upset.*)

Butler (*Excitedly*): Master, what am I to do?

Sir Harry: Control yourself, Albert. We'd like some tea.

Butler: But, sir, what am I to do about the woman all in black?

Parthenope: What are you talking about, Albert?

Butler: There's a woman all in black who insists on coming in the front entrance, and I swear she looks like cook's younger sister. I just can't make her come in the servants' entrance.

Parthenope: Why, Albert, let her in. (*Florence, dressed in black, face veiled, enters.*)

Florence: She is in. (*They all stare in astonishment as Florence lifts her veil.*)

Parthenope (*Running over to Florence and embracing her warmly*): Flo, darling.

Butler: Oh, Miss Florence, begging your pardon a thousand times, I didn't know—

Florence: That's all right, Albert—(*Everyone shakes hands with Florence; Parthenope helps her remove her hat and veil, which Butler takes away. All sit down.*)

Parthenope: But, Flo, why didn't you let us know so we could meet you?

Lady Agnes: They said you were coming on the ship.

Florence: I couldn't take all the excitement. (*Looking around.*) It's good to be back—to see you all.

Lord Ashworth: And you—all England has been awaiting your return.

Lady Agnes: You must be dreadfully tired, dear. We ought to leave and let you rest.

Florence: No, I'm not really tired.

Lord Ashworth: I do think we ought to leave you to your family. (*Agnes and Lord Ashworth rise and hold out hands to Florence.*)

Lady Agnes: My dear, I hope we'll see you soon. Dinner, perhaps.

Florence: Thank you. I am sure we shall see you soon.

Lord Ashworth: Good night, Florence Nightingale. (*They shake hands.*)

Lady Agnes: Good night; good night, everyone. (*She waves her hand, kisses Florence on cheek and she and Lord Ashworth move to door.*)

Others: Good night. (*Sir Harry goes out with guests, while Florence and Parthenope move to divan and sit side by side.*)

Sir Harry (*Re-appearing in doorway*): Shall I have Albert take care of your bag, Florence?

Florence: Thank you, I wish you would. It's in the vestibule.

Parthenope (*Looking at her sister*): It's been a long time.

Florence: Yes, and yet everything here is just the same. Peaceful and restful.

Parthenope: You need rest badly. You must stay now and forget your nursing for a while.

Florence: Forget nursing! I could no longer live without nursing than you without air.

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I re-read the question and my final essay answers the question.
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 1

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.



A text entry box for an essay response. The box has a blue header bar with a question mark icon. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main area is a large white rectangle for writing. At the bottom left, it shows '0/5000' characters. At the bottom center is a blue 'OK' button.

Text-Dependent Analysis Scoring Rubric


Points	Criteria
<p>4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
<p>3</p> <p>Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning
<p>2</p> <p>Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion


	<ul style="list-style-type: none"> • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1 Demonstrates minimal analysis of text and inadequate writing	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning
0 Student received the score of 0 due to one of the following	<ul style="list-style-type: none"> • Completely blank response • Response indicates a refusal to attempt the task • Response is illegible. • Response is too insufficient to be assessed • Written entirely in a language other than English • No reference to the item or passage provided, but does not seem to constitute an intentional refusal • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing

Text-Dependent Analysis Sample Student Responses

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score 4





The author of the drama *Mission of Mercy* uses the three-scene structure to show us the change that Florence goes through. The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality.

We are introduced to Florence in the first scene as a "gangly girl of seventeen" who is unhappy with her life. Florence wants more out of life than afternoon teas and embroidery. She is frustrated by her life of leisure and wants to do more with her life. She shows her frustration by saying, "It's like lying on one's back and having liquid poured down one's throat." Her sister and friend can't understand her and her sister tells her "You're forgetting your position." Later we learn that they think the profession of nurse is "such a lowly position, worse than being a kitchen-maid!" We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on.

In Scene 2, Florence is working as a nurse of soldiers in the Crimean War. In fact, she has become so good at nursing that she is now very confident and even helps teach other nurses. She tells Mary, "You're well on your way to becoming a fine nurse." It is obvious through the conversation that Florence really whipped things into shape once she got there. Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen. When Florence arrived there was nothing there "No, not a basin, not a towel, nor a bit of soap, nor a broom." All of this shows that Florence made the right decision to become a nurse. She is obviously very good at it and has a take charge attitude. Her determination played a part here too, especially when she talks about cleaning the whole building and demanding cleanliness from everyone there.

By Scene 3 the war is over and Florence is returning to her home in England. The author uses a letter from a soldier to show her family how successful Florence had become in her chosen field. This makes her family realize that Florence was right all along and they are proud that she has done so well. Her sister even wiped away a tear. When she arrives at her home after a long time, she is dressed in black and no one can

recognize her. I think this is to show that she has changed into a different person. She tells them “I could no longer live without nursing than you without air.”

The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today.

2574/5000


OK


Annotation:

The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality," "She is frustrated by her life of leisure and wants to do more with her life," "We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on," "She is obviously very good at it and has a take charge attitude. Her determination played a part here too," and "she is dressed in black and no one can recognize her. I think this is to show that she has changed into a different person"), all of which leads to the student's main point/conclusion ("The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today"). There are substantial, accurate, and direct references to the text ("Florence in the first scene as a 'gangly girl of seventeen', " "It's like lying on one's back and having liquid poured down one's throat," "such a lowly position, worse than being a kitchen-maid," "Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen," "She tells them 'I could no longer live without nursing than you without air' "). A strong organizational structure is employed with an effective introduction, transitions, a logical order of ideas, and conclusion related to the main idea and purpose. Precise use of language and effective vocabulary from the passage are employed throughout ("Florence wants more out of life than afternoon teas and embroidery"). The response is mostly free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score 4



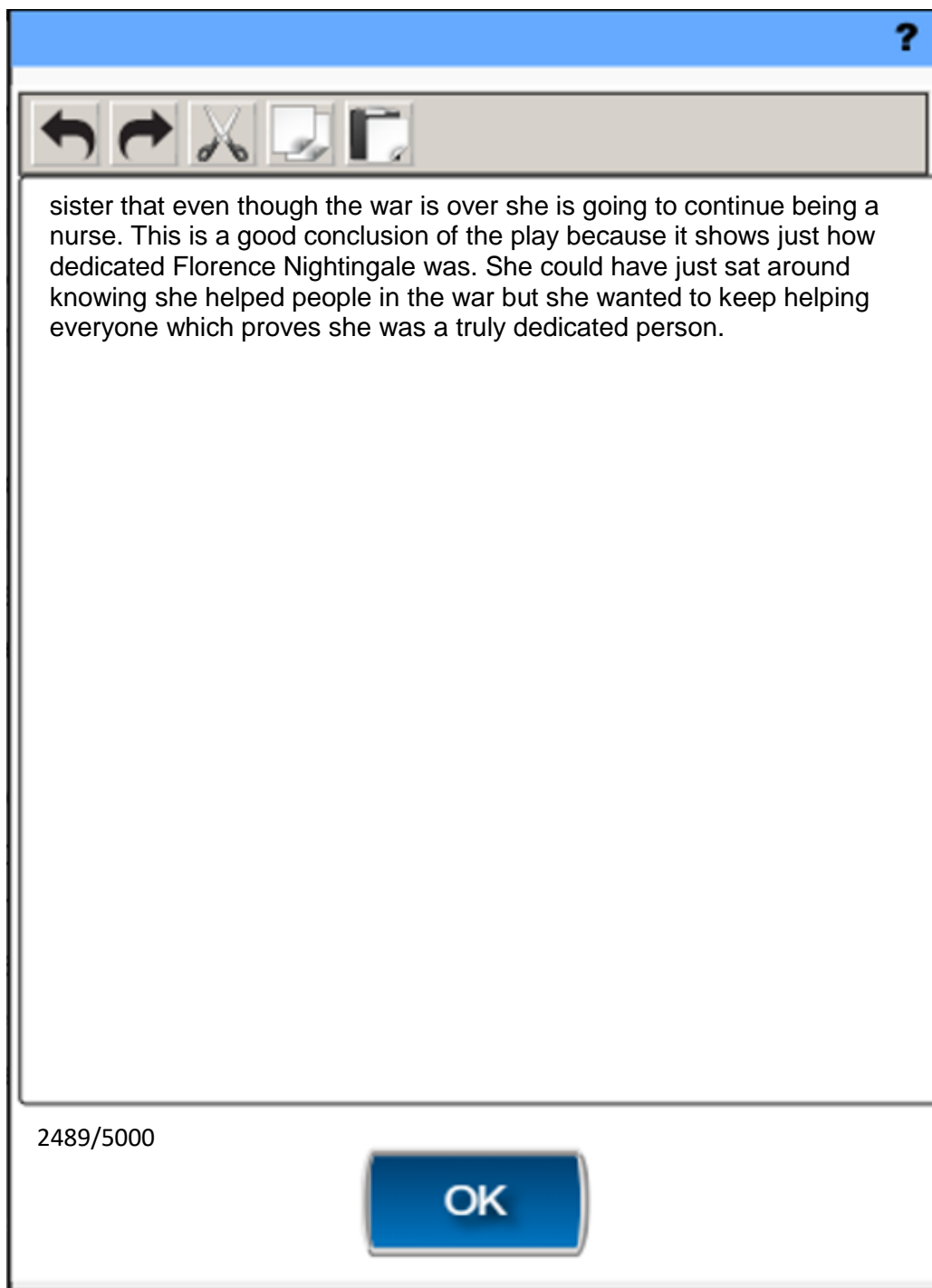


The three scene structure of Mission of Mercy emphasizes Florence Nightingale's dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse. She overcame many obstacles, such as her family and friend not wanting her to be a nurse, and kept focused on her career. In the end, she is successful and even her family/friends have to admit it. The three scene format is perfect because it shows three different parts of Florence's life: before she becomes a nurse, her time as a nurse in war, and right after she comes home from the war.

In the first scene, Florence and her sister Parthenope are talking with their friend Agnes. Two things are obvious in the scene: Florence doesn't want to be a "lady" ("it's like lying on one's back and having liquid poured down one's throat") and she really, really like to help people who are hurt, like when she helps her cousin's skinned knew it says she is "radiant". When her sister and Agnes discuss how Florence is determined to become a nurse it sets the stage for the next scene.

In the second scene, Florence is in a hospital ward that she is in charge of in Crimea during the Crimean war. She is finally a nurse, proving that her sister and Agnes were right. She has a conversation with Mary, another nurse, and later with two doctors. During both conversations, Florence seems totally immersed in her work, even writing letters for her patients at night. Both the other nurse and the doctors say that they are impressed with her abilities. The doctors even admit they were stubborn fools for thinking she was wrong about cleanliness and diet being important. This scene shows clearly how Florence has succeeded as a nurse, and in life.

In the final scene Florence is back with her family in England because the war is over. It is obvious that even though they thought she was crazy before, Florence has earned the respect of her family and friends. Lord Ashworth shows everyone a letter where a soldier says how much Florence helped him when he was wounded in the war: "what a comfort it was to see her pass." The last thing that happens is Florence tells her





Annotation:

The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. There is an effective introduction, development, and conclusion that supports the main idea (“The three-scene structure of Mission of Mercy emphasizes Florence Nightingale’s dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse”). The student utilizes both explicit and implicit analysis (“she never let go of her dream of becoming a nurse,” “She overcame many obstacles, such as her family and friends not wanting her to be a nurse, and kept focused...,” “she really, really likes to help people who are hurt,” “This scene shows clearly how Florence has succeeded as a nurse, and in life,” “Florence has earned the respect of her family and friends” and “it shows just how dedicated Florence Nightingale was”) to support the main idea. There is effective use of precise language and vocabulary from the text (“ ‘it’s like lying on one’s back and having liquid poured down one’s throat’ ”, “when she helps her cousin’s skinned knee it says she is ‘radiant’, ” “Florence seems totally immersed in her work,” and “Lord Ashworth shows everyone a letter where a soldier says how much Florence helped him...”) and skillful use of transitions (“Two things are obvious,” “it sets the stage for the next scene,” “In the final scene”). The response is free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 4





The three scene structure of Mission of Mercy allows us to see three different parts of Florence Nightingale's life and how these parts change her over time.

When the drama opens, Florence is a wealthy country girl whose life is full of things she finds boring like needlework and afternoon teas. She is not happy in her life of leisure; she wants more. She tells her sisters "it's just that I'm not made for this sort of life." The opening scene also gives a glimpse of things to come when her cousin falls from a tree and she cares for him. Because of this, she knows she wants to be a nurse and is happy she may have found a way out of her boring life.

By the second scene, there is a war is going on. Florence is working at a hospital for wounded soldiers and is not bored at all. Not only is Florence a great nurse, she has begun teaching others as well. The fact, that she turned a hospital that had "not a towel, nor bit of soap" and didn't even have a kitchen into a well-run place says something about her determination and shows that she was meant for nursing. You can tell by the way she runs things that she is doing what she loves.

After the war, the drama closes and Florence is again not feeling very comfortable at her home. No one recognizes her at first because she's covered her face with a veil and is wearing black cloths. She is showing that she is no longer the bored country girl she was before. Her family gets a letter that tells them how great she was during the war and the family finally understands that Florence was right about her choice.

Over the three parts of the drama we get to see Florence realize her dreams and become what she felt she was meant to be.

1693/5000


OK


Annotation:

The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. There is an effective introduction, development, and conclusion, each which supports the main idea (that the three scene structure shows the different parts of Florence's life and how each part changed her). The response includes analysis of both explicit and implicit meanings from the text ("The opening scene also gives a glimpse of things to come," "that she turned a hospital that had 'not a towel, nor bit of soap'...into a well-run place says something about her determination and shows that she was meant for nursing," "You can tell by the way she runs things that she is doing what she loves," "the family finally understands that Florence was right about her choice," and "Over the three parts of the drama we get to see Florence realize her dreams and become what she felt she was meant to be") to support the main idea. There is effective use of precise language and vocabulary from the text ("needlework and afternoon teas," "hospital for wounded soldiers," "not a towel, nor bit of soap," and "bored country girl"). Transition use is sometimes mostly skillful ("Because of this" and "Not only is Florence a great nurse...") and sometimes adequate ("When the drama opens" and "By the second scene"). The response has few convention errors, none of which interfere with meaning.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 3





The three-scene structure of the drama emphasizes certain characteristics of Florence by showing them in different situations.

In the first scene at home Florence does not feel like she's doing what she wants with her life. She doesn't want to be "presented at court". She wants to do something important, because she "feels like a fool" sitting around doing embroidery. When her cousin falls out of a tree, Florence's characteristic of caring is emphasized when she runs to take care of him.

The second scene emphasizes Florence's characteristic of leadership. She is happy as a war nurse at her hospital and is praised by the doctors. One doctor even tells another to let England know what great work she did and how she made a great hospital out of nothing and set up the laundry and fed soldiers good food.

By the end of the play Florence is back at home but is different than she is in the first scene. Her family doesn't even recognize her at first because she looks so different dressed in black. Her characteristic of doing what she wants is emphasized. Her sister says to forget about nursing but Florence says she can't or she would die.

That is how the structure of the drama emphasizes the different characteristics of Florence.

1238/5000


OK


Annotation:

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is a clear introduction and conclusion identifying the topic as well as an appropriate organizational structure that supports the focus. The student analyzes explicit and implicit meanings from the text (“When her cousin falls out of a tree, Florence’s characteristic of caring is emphasized,” “The second scene emphasizes Florence’s characteristic of leadership,” and “By the end of the play, Florence is back at home but is different than she is in the first scene”), and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence. Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text (“presented at court,” “feels like a fool” and “set up the laundry”). Some errors are present in conventions, but they do not interfere with meaning (e.g., missing commas).

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 3





The three scene structure of Mission of Mercy highlights three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful like becoming a nurse. In the first scene, Florence is talking with her older sister Parthenope and a friend called Agnes. She is complaining about all the stuff she is supposed to be doing like being presented at court. Working on her embroidery sampler. And learning things like music and grammar and other languages. Her sister and friend are shocked at her, but she doesn't seem to care what they think. All of a sudden one of Florence's cousins falls out of a tree. She immediately perks up and starts running around getting water and bandages to treat his hurt knee. It's the exact opposite of the way she acted about all the "normal" stuff like working on her sampler. That's when Parthenope and Agnes realize that Florence is actually going to become a nurse instead of a lady.

The next scene is during the Crimean War. Florence has become a nurse and is talking with another nurse named Mary. We learn that she is in charge of a hospital ward. She even writes letters for her patients who can't write. All these details show her dedication to her job.

Finally, after the war is over, Florence comes back home to her family. Her family now respects her career choice, unlike before, and they seem happy to see her. But her sister says that now that the war is over, Florence can forget about nursing. Florence says, "I could no longer live without nursing that you without air." The whole play ends with her saying that which shows how important nursing is to Florence.

1654/5000


OK


Annotation:

The response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is a clear introduction and conclusion and an appropriate organizational structure that supports the focus through logical development. Appropriate transitions link ideas. The main idea ("The three-scene structure of Mission of Mercy highlights three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful") is supported through analyses of both explicit and implicit meanings from the text ("It's the exact opposite of the way she acted about all the 'normal' stuff like working on her sampler," "All these details show her dedication to her job," and "Her family now respects her career choice, unlike before"). There is appropriate use of precise language and vocabulary from the text ("She immediately perks up and starts running around getting water and bandages to treat his hurt knee," "She even writes letters for her patients who can't write," and "I could no longer live without nursing than you without air"). The response is mostly free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 3





The three-scene structure of the drama allows us to watch Florence Nightingale change from a rich person to a hard working carer for other people.

In the first scene, Florence is frustrated because she doesn't like her upper class life. She says, "oh, it's just that I'm not made for this sort of life." I think she feels that her life should have more meaning because she says "like a fool I sit here sewing verses I don't mean"

In the second scene she is in the role of nurse and she is happy. Her work is fulfilling to her and she is being praised by the doctors at the hospital. Dr. Goodall tells Dr. Hall to inform the people in England of the good work she's done in the war when he says "tell them of the diet kitchen she set up"

When Florence returns to England in Scene 3 she is very different and almost no one recognizes her. She is wearing a veil and black clothes which is symbolic. I think the war changed her, and if the drama continued I think she would eventually become very unhappy and leave so that she can care for others instead of just sitting around sewing.

That is how the three-scene structure of the drama allows us to see Florence Nightingale's characteristics, each scene shows us something different about her personality.

1253/5000


OK


Annotation:

The response demonstrates sufficient analytic understanding of the text by adequately addressing the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is a clear introduction and conclusion identifying the topic with an appropriate organizational structure that supports the focus. The student analyzes explicit and implicit meanings from the text (“I think she feels that her life should have more meaning,” “Her work is fulfilling to her,” and “I think the war changed her...”), and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence. Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text (“like a fool I sit here sewing...,” “Dr. Goodall tells Dr. Hall to inform the people in England...” and “She is wearing a veil and black clothes”). Some errors are present in conventions, but they do not interfere with meaning (“carer” should be caregiver, there are two missing periods, a missing comma before “which is symbolic,” and a sentence formation issue in the final sentence).

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 2





In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady. In scene 1 she is talking with her sister Parthelope and her fiend Agnes. They want her to do embroidery but Florence thinks it's boring. Pretty soon a cousin named Jerry falls out of a tree and Florence becomes very excited She runs out quickly to help him which shows the reader that she is going to probably become a nurse. In scene 2 she actually is a nurse in a war. She is giving another nurse advice and even the doctors look up to her. This scene shows that she followed her dream of becoming a nurse. The last scene shows her coming home after the war is over. Her family is glad to see her but when Parthlope says that she can finally foreget about nursing, Florence says that she can not live without nursing that she could live without air. This shows that she didn't just do it because there was a war she actually really likes the job.

994/5000


OK


Annotation:

The response inconsistently addresses the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is some weak analysis (“In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady” and “She runs out quickly to help him which shows the reader that she is going to probably become a nurse”) consisting of basic inferences and evaluations drawn from the text. The development and organizational structure lacks consistency and omits relevant ideas from the passage to support the purpose—the student’s assessment of scene 2 is especially sparse. Introduction and conclusion are both weak. The response contains simple transitions (“In this play...,” “In scene 1...,” “This scene shows,” “The last scene shows”). Conventions errors include spelling (“fiend” for friend, “can not” for cannot, and “foreget” for forget), missing commas, and a usage error (“without nursing than she could live without air”).

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 2





In the drama there are three scenes. Each scene takes place in a different part of Florence's life. In Scene 1 she is frustrated because she doesn't like the easy life of an English lady. She seems much more confident and happy in scene 2 during the war. I think this is because she is finally doing what she wanted to do. In the final scene, we see that she is loved by her family because they are all excited to see her come home. I think she must have grown up a little bit during the war because she cares about others now and is not selfish.

547/5000


OK


Annotation:

The response inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text (“In Scene 1 she is frustrated,” “She seems much more confident and happy in scene 2,” and “In the final scene, we see that she is loved”). There is a weak introduction (“In the drama there are three scenes”) and a conclusion (“I think she must have grown up a little bit during the war because she cares about others now and is not selfish”). The response lacks specific relevant details from the text to support the writer’s purpose and contains only weak references to the text. There are a few examples of weak analysis (“she is frustrated because she doesn’t like the easy life of an English lady,” “She seems much more confident and happy,” “she is loved by her family because they are all excited to see her come home,” and “she must have grown up a little bit during the war because she cares about others now and is not selfish”) in which the student draws inferences from, or evaluates information in, the text. Simple transitions are utilized throughout the response (“In Scene 1,” “In the final scene”). The response is free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 1






In scene 1 she is a young girl. It says “a gangly girl of seventeen” In scene two she is older because it says 1855 and that is almost twenty years later. She is only a bit older in scene 3 because it is only a year later. (1856). Florence is one of the main characters in the drama. She is in all three scenes.

The author uses setting and dialogue to help us like the characters. The drama begins at Florence’s house where she lives with her family. In scene two she is in a war and in scene 3 she is home again only it is a different house.

543/5000





Annotation:

The response demonstrates inadequate analytic understanding of the text by minimally addressing the task of analyzing how the three-scene structure emphasizes certain characteristics of Florence ("In scene 1 she is a young girl," "In scene two she is older," and "She is...a bit older in scene 3"). Minimal reference to one of the main ideas is evident (the student focuses on Florence's age), but the response lacks analysis. The introduction and conclusion are minimal, as is the organizational structure. The one or two sentences summarizing each scene indicate a literal or simplistic understanding of the text. There is evidence of some confusion concerning the task; the response addresses setting and dialogue towards the end rather than remaining focused on the three-scene structure. There are some simple transitions to link ideas ("In scene 1," "In scene 2," "only"). The response contains some minor convention errors including a missing period after "a gangly girl of seventeen" and a superfluous period before the date, 1856.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.


Response Score: 1





Florence nightingale was a nurse in the Crimean war. At first she was just talking with her sisters, (scene 1) but they kept telling her to act like a normal person, but Florence wanted to be a nurse. Then in scene 2 (two) she is a nurse and a good one! I know that because Dr. hall says that the hospital is in good hands (Florences). Then in scene three Florence comes back to her home and talks with her sisters again and tells them all about how she is loves being a nurse. Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors.

573/5000



Annotation:

The response minimally addresses part of the task demonstrating inadequate analytic understanding of the text. There is minimal reference to the main idea and relevant details of the text. Analysis of the text, consisting of one very weak inference (“she is a nurse and a good one! I know that because . . .”), is insufficient. The response lacks specific, relevant details from the text and is insufficiently developed. Organization is minimal and includes a simplistic introduction (“Florence nightingale was a nurse in the Crimean war”) and conclusion (“Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors”). There is little use of precise language, and sentences are generally either simple (“Then in scene 2 (two) she is a nurse and a good one!”) or awkward (e.g., the concluding sentence). The response contains errors in capitalization (nightingale, she, hall, war), spelling (“beng”), punctuation (“Dr” and “Florences”), and usage (“she is loves”). Errors sometimes interfere with meaning.

Passage 2

Read the following letter written by First Lady Abigail Adams.

Letter to Her Daughter from the New White House

By Abigail Adams

John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.

Washington, 21 November 1800

My Dear Child:

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria¹, is in full view of my window, and I see the vessels as they pass and repass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President's salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues² is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.

You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single

¹Alexandria—a city in northern Virginia

²agues—chills or shivering

apartment finished, and all within side, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.

Since I sat down to write, I have been called down to a servant from Mount Vernon³, with a billet⁴ from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington's love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.

Affectionately, your mother

¹Mount Vernon—George Washington's Home

²billet—note

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I re-read the question and my final essay answers the question.
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 2

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

The image shows a digital writing interface. At the top, there is a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left arrow, a right arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area is a large, empty white rectangle for writing. At the bottom left of this area, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Question Scoring Rubric


Points	Criteria
<p>4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
<p>3</p> <p>Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning
<p>2</p> <p>Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas


	<ul style="list-style-type: none"> • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p>1</p> <p>Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning
<p>0</p> <p>Student received the score of 0 due to one of the following</p>	<ul style="list-style-type: none"> • Completely blank response • Response indicates a refusal to attempt the task • Response is illegible. • Response is too insufficient to be assessed • Written entirely in a language other than English • No reference to the item or passage provided, but does not seem to constitute an intentional refusal • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing

Text-Dependent Analysis Sample Student Responses

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 4



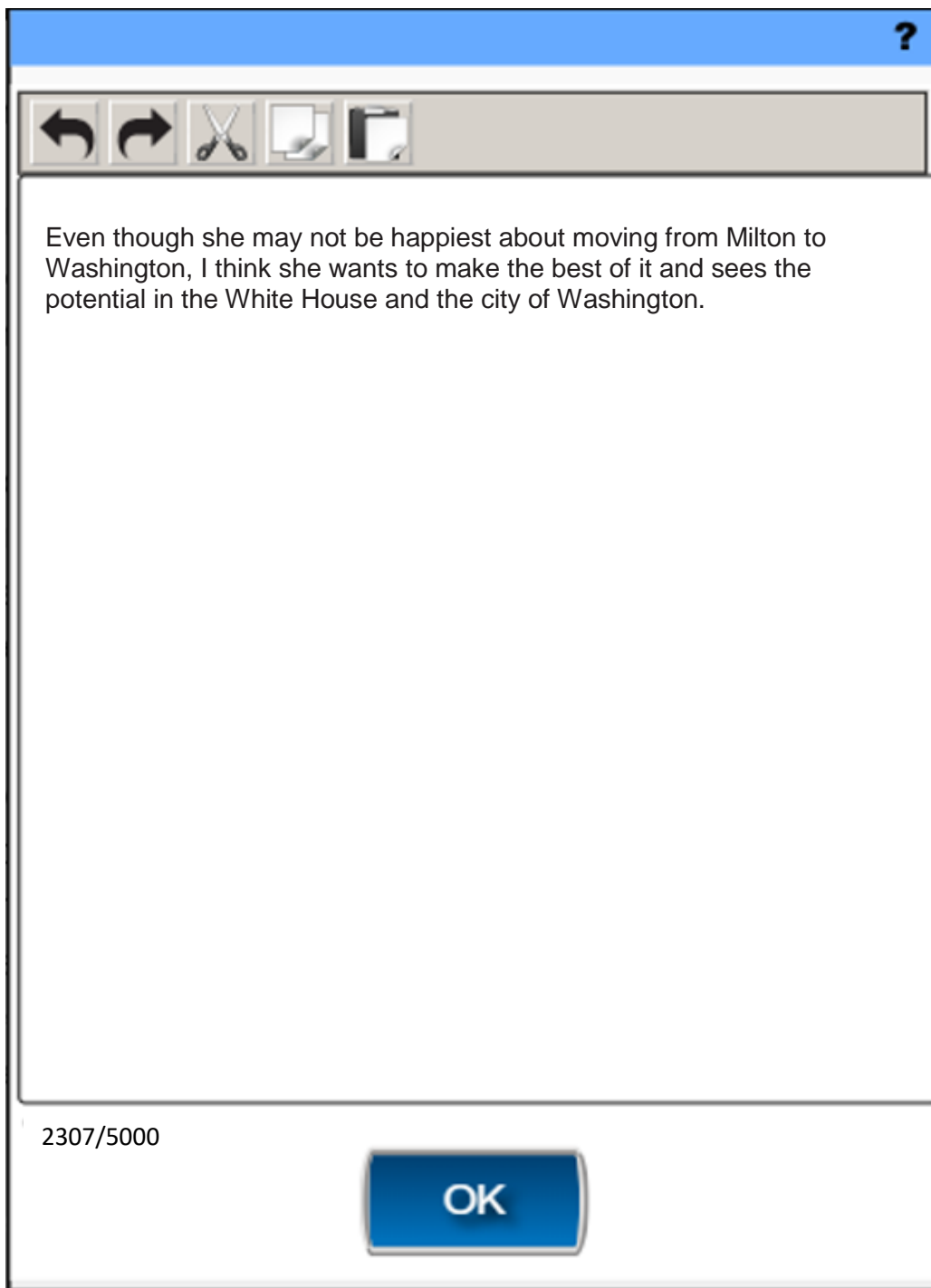


Even though Mrs. Adams is not impressed with Washington or the white house, she does not want anyone to know anything negative about it because it stands for our country and she realizes that it will take time for the new capital to take shape. She does not want her daughter to let people know about the “dirty laundry” and I don’t mean the clothes she hangs to dry in that one room.

She begins the letter by telling of their travel to Washington from Baltimore and getting lost on the Frederick Road, wandering through the woods for two hours and then being disappointed by the city of Washington when she writes, “...until you reach the city, which is only so in name.” She is hinting to her daughter that Washington was not much of a city yet by then because what buildings are there are “scattered.”

It’s not all bad though. She tells her daughter of the view of the river out her window and watching the ships go by. When she writes about the house, she says, “The house is on a grand and superb scale...” and is “an establishment very well proportioned to the President’s salary.” So, she sees the potential of how nice the house and the city will be eventually like when she says, “If they will put me up some bells and let me have wood enough to keep fires, I design to be pleased.” She says this because she is unhappy that there are no bells to summon servants and cannot believe that wood is so hard to come by for heating the White House. It is not because there isn’t any wood (she says they are surrounded by forest), it is because there is not enough people who will cut it and then cart it to the White House.

It’s a lot like my Gammy used to say, “You bear up to it and put on a brave face.” Even though she is not really impressed with the White House or it’s surroundings so far, she wants to be sure that the country thinks that the new white house is grand and beautiful and that it is a symbol that stands for our country. The good news is that she knows that once things get in better order the White House will become what it was intended to be: a symbol of power and the position of the President.





Annotation:

In this response, the student demonstrates an in-depth analytic understanding of the text by effectively analyzing how Adams responds to her new surroundings (“Even though Mrs. Adams is not impressed with Washington or the white house, she does not want anyone to know anything negative about it”). The student analyzes explicit and implicit meanings from the text (“She is hinting to her daughter that Washington was not much of a city yet,” “she sees the potential of how nice the house and the city will be eventually,” and “she wants to be sure that the country thinks that the new white house is grand and beautiful and that it is a symbol that stands for our country”), effectively supporting the student’s main point (that Mrs. Adams does not want the country to think poorly of the White House or the new capitol). Substantial, accurate, and direct reference to the text supports the writer’s purpose (“she writes, ‘...until you reach the city, which is only so in name,’ ” “an establishment very well proportioned to the President’s salary,” and “If they will put me up some bells and let me have wood enough to keep fires, I design to be pleased”). The student employs a strong organizational structure that effectively supports the focus and ideas. This structure includes an effective introduction, skillful transitions, and an effective conclusion identifying a controlling idea. The response contains a few convention errors in usage (verb tense and the wrong form of “its”), and there are some issues with sentence formation. Errors/issues do not interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 4






It appears to me that Abigail Adam had mixed feelings about her new home in Washington. On one hand, she saw that her home, the white house, and the City of Washington, were both unfinished. She tells to her daughter that Washington is basically not a real city yet. Also, the house was unfinished. The principal stairs were not up and the great audience room was being used as a drying room. Plus, she felt that the woods surrounding the white house were wild and lacked order. All of these issues contributed to the fact that she was unhappy with many things about her new home.

Along with the negative feeling she had about her new home she also was able to see that the white house and its surroundings had great potential. "it is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it." She also thought that the finished room in the white house would be beautiful when completed. So, even though she shared many problems with her daughter, she was still able to see the silver lining in the unfinished white house and city of Washington D.C.

The fact that she was both impressed and disappointed with her new surroundings seems to me to very normal. Nothing is perfect and people who are able to acknowledge that are much better off than people who see only extreme good or bad in things.

Abigail Adams was the first lady to live in the white house and so it was very important for her to be positive to the world about the future seat of the U.S. Government. She warned her daughter not to share the complaints she voiced in the letter to others, and told her to report, if asked, that the white house was "beautiful" so, Abigail Adams had mixed feelings about her new home in Washington, but she understood that the white house was not her home alone. It belonged to the United States of America and she needed to have a good attitude about it for her country.

1913/5000



Annotation:

In this response, the student effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (“All of these issues contributed to the fact that she was unhappy with many things about her new home,” “she also was able to see that the White House and its surroundings had great potential,” “even though she saw and shared many problems with her daughter, she was still able to see the silver lining in the unfinished White House and city of Washington D.C.,” and “it was very important for her to be positive to the world about the future seat of the government”), effectively supporting the student’s main point (that Mrs. Adams had mixed feelings about her new home in Washington). Substantial, accurate, and direct reference to the text supports the writer’s purpose (“She tells to her daughter that Washington is basically not a real city yet,” “ ‘It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it’ ,” and “She warned her daughter not to share the complaints she voiced in the letter to others, and told her to report, if asked, that the White House was ‘beautiful’ ”). The student employs a strong organizational structure that effectively supports the focus and ideas, including an engaging introduction, skillful transitions, and a conclusion. The response contains few, if any, convention errors.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 4

Mrs. Adams understands what the White House and the city of Washington can and will mean to America. While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively.

She tells her daughter of her rough travel to the new capital: they got lost along the way and were desperate until “a straggling man came up with us and we engaged him as a guide.” Once in the city, she sees what can become of the unfinished place. She says there are “buildings enough for congress and all they do but that they are scattered.”

Her response to the White House is that she is impressed with its “grand and superb scale”, but that the house is cold and she worries people might get sick for lack of fires. The lack of fires is due to the lack of firewood in the area and that it is expensive to have it brought to the city.

The biggest concern Mrs. Adams has is that she wants to be sure that her daughter does not convey her negative impressions about the place and only tout the good about it. She does this because she believes the young country and new capital should be perceived as legitimate and strong. She tells her daughter to keep her mother’s feelings to herself and tells her, “say that I write you the situation is beautiful.” This supports her feelings of making the best of it and protecting the reputation of the young capital.

All in all, Mrs. Adams knows it is important that the world perceive Washington in a good and positive light.

1590/5000

OK

Annotation:

This response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. Thorough analysis of explicit and implicit meanings from the text (“she sees what can become of the unfinished place,” “she worries people might get sick for lack of fires,” “she wants to be sure that her daughter does not convey her negative impressions,” and “She does this because she believes the young country and new capital should be perceived as legitimate and strong”) support the writer’s central idea (“While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively”). There is substantial and direct reference to the text using relevant details and examples (“they got lost along the way and were desperate until ‘a straggling man came up with us and we engaged him as a guide’, ” “She says there are ‘buildings enough for congress and all they do but that they are scattered.’, ” “The lack of fires is due to the lack of firewood in the area...,” and “She tells her daughter to keep her mother’s feelings to herself”) to support the writer’s purpose. The organizational structure of the response is strong and transitions link ideas. The response is relatively free of conventions errors; however, errors do not interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 3

Mrs. Adams regrets moving a little and misses New England because she doesn't think as highly of Washington as she does Milton or Baltimore but she doesn't want anyone to know that even though her feelings change in the end.

Two of her biggest complaints are that the city seems only half finished and the cold combined with lack of firewood. Mrs. Adams worries that she will not like living in an unfinished house, but I think she knows Washington will eventually be like her hometown of Milton which she thinks very highly of.

She writes to her daughter that her fear is of getting sick from the cold and that firewood is expensive because it has to be brought to the city. This only makes her want to go back to Milton more.

Mrs. Adams tells her daughter not to tell anyone what she has said about Washington because she is the First Lady and she knows part of her role is to give a positive impression of the new capitol. She writes that her daughter should "say that I write you the situation is beautiful." She doesn't want people to get a bad impression of Washington.

However, in the end Mrs. Adams feelings change slightly as she begins to see the potenchal of the place. She writes that "It is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it."

In conclusion, though she misses New England, she feels she can grow to love Washington.

1398/5000


OK


Annotation:

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is clear analysis of the text ("she doesn't want anyone to know that even though her feelings change in the end," "Mrs. Adams worries that she will not like living in an unfinished house, but I think she knows Washington will eventually be like her hometown of Milton which she thinks very highly of," "This only makes her want to go back to Milton more," "she knows part of her role is to give a positive impression of the new capitol," and "in the end Mrs. Adams feelings change slightly as she begins to see the potential of the place"). Sufficient reference to the relevant details of the text ("the city seems only half finished and the cold combined with lack of firewood," "She writes to her daughter that her fear is of getting sick from the cold and that firewood is expensive because it has to be brought to the city," "She writes that her daughter should 'say that I write you the situation is beautiful.', " and " 'It is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it' ") supports the writer's focus. There are a few errors present in punctuation and spelling ("potenchal" for potential); however, they seldom interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 3





Abigail Adams is very concerned about the conditions of her new home. There are many things that she is not happy about. For example, the house is unfinished. There are many things that are not completed. There is no fence or yard and she turned the great unfinished audience room into a room to hang up clothes in. They must not have driers to put their clothes in at this time.

In addition to that there is a problem with getting wood to keep the fires going in order to keep the house warm. She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it. That is a great inconvenience to her because that is how they keep the house warm. At this time warming yourself by the fire was not a luxury, but a necessity in order to keep warm and not get the sniffles.

Even though Mrs. Adams was unhappy with many aspects of her new home she also is able to see that maybe it would improve later because she said, "but when completed it will be beautiful," and she said "the more I view it, the more I am delighted with it."

So, Abigail Adams was both happy and unhappy with her new home, but know it will be better in the future.

1206/5000

OK

Annotation:

In this response, the student adequately addresses the task of analyzing how Adams responds to her new surroundings, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (“Abigail Adams is very concerned about the conditions of her new home,” “She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it,” “warming yourself by the fire was not a luxury, but a necessity,” “she also is able to see that maybe it would improve later,” and “Abigail Adams was both happy and unhappy with her new home, but knows it will be better in the future”) to support ideas and claims. Direct reference to the text is provided (“she turned the great unfinished audience room into a room to hang up clothes in,” “she said, ‘but when completed it will be beautiful,’ ” and “the more I view it, the more I am delighted with it”), including relevant details and examples. The student employs an appropriate organizational structure, and transitions are used appropriately to link ideas. The response is mostly free of convention errors; however, the student consistently misspells Mrs. Adams’s first name.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 3

Mrs. Adams responds not very well to her new surroundings. I think maybe she regrets moving a little because she talks about how much better it is in New England and that if they were there everything would be done already instead of only half finished. For example, she says that the main staircase is not done and won't be until next spring. In the letter she tells her daughter "The principle stairs are not up and will not be this winter."

Which is kinda weird because the whole country was like that then. Pretty much everyone outside of New York City lived in a shack or a cabin and had to cut firewood and had floors made out of dirt. The fact that the white house had a staircase in it (although not finished as she points out toward the end of the letter) should say something. It means it had a second floor which most people did not have.

She may also be worried that she cannot live in such an unfinished house because she talks a lot about how it is better in New England, and I think she thinks that if the White House was their instead it would be done by now. When talking about Georgetown, she writes that compared to it "our Milton is beautiful."

Though she doesn't think much of it yet, I think she knows Washington will eventually be like her hometown of Milton which she thinks is beautiful and sophisticated. Mostly, she doesn't want her daughter to tell anyone because maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression of the place. That is how Mrs. Adams responds moving to the White House.

1559/5000


OK


Annotation:

The response demonstrates sufficient analytic understanding of the text and adequately analyzes how Adams responds to her new surroundings. The student analyzes explicit and implicit meanings from the text to support the main idea ("I think maybe she regrets moving a little...", "She may also be worried that she cannot live in such an unfinished house," "I think she thinks that if the White House was their instead it would be done by now," and "maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression"). Direct reference to the text is provided in support of the main idea ("she says that the main staircase is not done and won't be until next spring" and "she writes that compared to it 'our Milton is beautiful' "). The response features an appropriate organizational structure with a clear, if somewhat basic, introduction and conclusion and appropriate transitions ("For example," "When talking about Georgetown," and "Mostly") employed throughout. The response has some convention errors (there are issues with some of the sentences as well as two usage errors: "kinda" for kind of, and "their" for there). None of the errors present interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 2






In Letter to Her Daughter from the New White House, by Abigail Adams, Mrs. Adams writes a letter to her daughter and tells her how she is worried about her new home. She tells her about getting lost in the woods and about how there are no bells in the whole house and about being secure from the daily agues (shivering), and about how nothing is finished. No apartment has been finished. She tells her daughter to keep all that to herself and to say that it is beautiful if anyone asks her about it because she doesn't want people to know what it is like (not that great.)

She also tells her that Mrs. Washington invited her to visit Mount Vernon. Mount Vernon is George Washington's home. That is what Abigail Adams tells her daughter about her new home.

754/5000





Annotation:

In this response, the student inconsistently addresses the task of analyzing how Adams responds to her new surroundings, demonstrating partial analytic understanding of the text. There is some weak analysis of explicit and implicit meanings from the text ("she is worried about her new home" and "she doesn't want people to know what it is like (not that great)") consisting mostly of inferences concerning Adams's feelings surrounding the White House. The response has only vague reference to the text, mostly in the form of paraphrased descriptions of the White House ("there are no bells in the whole house" and "No apartment has been finished"). There is weak reference to other relevant details ("She tells her about getting lost in the woods" and "...being secure from the daily agues (shivering)"). The response has a weak organizational structure that relies on logical progression of ideas. There is a simplistic introduction, few transitions to link ideas, and no discernible conclusion. There is little use of precise language and few examples of vocabulary drawn from the text ("agues" and "Mount Vernon"). The response contains few conventions errors; however, the second sentence of the response is over-coordinated. This is an example of a lower 2.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 2






Mrs. Adams writes to tell her daughter about all the bad things that happened on the way and how bad the white house is but then tells her daughter not to tell anyone. I think she doesn't want the country to know how bad the white house is. She does not like it there and she is unhappy but she will get used to it because this is the new capital.

She does think it will get better when it is done. "The house is on a grand and superb scale" but thinks it would be better if it was in new england instead of washington because there are too many woods around and not enough other houses or even a place for congress. I think she is disappointed that the new house for the president is not as nice as she hoped.

She wanted it to be done and really nice like the home they used to live in, but the house is not done and they are cold because there is no wood for a fire.

869/5000



Annotation:

The response inconsistently addresses the task of analyzing how Adams responds to her new surroundings (“she is unhappy but she will get used to it”) demonstrating partial analytic understanding of the text. There are a few examples of weak analysis (“I think she doesn’t want the country to know how bad the white house is” and “I think she is disappointed that the new house for the president is not as nice as she hoped.”) in which the student draws inferences from the text. There is only weak reference to the main idea and the response lacks specific, relevant details from the text with the exception of a direct quote and a reference to the scarcity of firewood. The response has a weak organizational structure with a rudimentary introduction, simplistic transitions, and no discernible conclusion. There is little use of precise language and/or vocabulary drawn from the text to explain the topic. Few convention errors are present.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 1

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In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. She is writeing to her daughter about the new white house and how it is not finished. On the way there, they got lost in the woods and couldn't find anyone to help them. Finally she got to Washington. That's when she notice the white house wasnt finish. I know she doesn't like it because she says I see no great comfort in them."

443/5000

OK

Annotation:

The response minimally addresses parts of the task of analyzing how Adams responds to her new surroundings (“I know she doesn’t like it...”) demonstrating inadequate analytic understanding of the text. Minimal reference to a main idea is evident, and the response demonstrates insufficient analysis of the text. References to the text are insufficient (“they got lost in the woods and couldn’t find anyone to help them” and “she says I see no great comfort in them.”). Minimal evidence of an organizational structure is present with only two transitions (“On the way there,” and “Finally”) to link ideas. The response contains a spelling error (“writeing” for writing), usage errors (“notice” and “finish”), and a missing apostrophe (“wasnt”). In addition, the quote in the last sentence is not punctuated correctly.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 1

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John and Abigail Adams was the first presidential couple to live in the White House. The white house is unfinished, but Abby is very excited to be the first lady in the White house and can't wait for her daughter to come visit her there. She can see the river from her window and can see vessels as they pass on the river. The house is very grand and has 30 servants who work there. She thinks it is like a great castle.

420/5000

OK

Annotation:

In this response, the student minimally addresses some parts of the task of analyzing how Adams responds to her new surroundings (“The white house is unfinished, but Abby is very excited to be the first lady in the White house and can’t wait for her daughter to come visit her there”) demonstrating inadequate analytic understanding of the text. Minimal evidence of an organizational structure is present, and the response demonstrates insufficient analysis of the text. References to the text are insufficient and often consist of oversimplifications (“The house is very grand” and “She thinks it is like a great castle”) in which only the positive aspects of Adams’s conflicted feelings about the White House are cited. The response has convention errors; however, these do not interfere with meaning.

Passage 3

Read the following passage about a young person with ambition.

Joe's Reward

by Horatio Alger Jr.

Joe certainly presented a neat appearance when he rowed over to the hotel dock. Before going he purchased a new collar and a dark blue tie, and these, with his new suit and new cap, set him off very well.

The boat had been cleaned in the morning, and when the ladies appeared they inspected the craft with satisfaction.

"What a nice clean boat," said Mabel Mallison, the niece of the proprietor of the hotel.

The ladies to go out were four in number, and two sat in the bow and two in the stern. It made quite a heavy load, but as they were not out for speed our hero did not mind it.

"We wish to go up to Fern Rock," said Mabel Mallison. "They tell me there are some beautiful ferns to be gathered there."

"There are," answered Joe. "I saw them last week."

"And I wish to get some nice birch bark if I can," said another of the ladies.

"I can get you plenty of it."

Joe rowed along in his best style, and while doing so the ladies of the party asked him numerous questions concerning the lake and vicinity. When Fern Rock was reached, all went ashore, and our hero pointed out the ferns he had seen, and dug up such as the others wished to take along. An hour was spent over the ferns and in getting some birch bark, and then they started on the return for the hotel.

"I'd like to row," cried one of the ladies.

"Oh, Jennie, I don't think you can!" cried another.

"Of course I can," answered Jennie, and sprang up from her seat to take the oars.

"Be careful!" came in a warning from Joe, as the boat began to rock.

"Oh, I'm not afraid!" said the young lady, and leaned forward to catch hold of one oar. Just then her foot slipped and she fell on the gunwale¹, causing the boat to tip more than ever. As she did this, Mabel Mallison, who was leaning over the side, gazing down into the clear waters of the lake, gave a shriek.

"Oh, save me!" came from her, and then she went over, with a loud splash.

Joe was startled, and the ladies left in the boat set up a wail of terror.

"She will be drowned!"

¹gunwale—the top edge of the side of a boat

"Oh, save her! Save her, somebody!"

"It is my fault!" shrieked the young lady. "I tipped the boat over!"

Joe said nothing, but looked over the side of the boat. He saw the body of Mabel Mallison not far away. But it was at the lake bottom and did not offer to rise.

Then he gave a second look and saw that the dress of the unfortunate one was caught in some sharp rocks. Without hesitation he dived overboard, straight for the bottom.

It was no easy matter to unfasten the garment, which was caught in a crack between two heavy stones. But at the second tug it came free, and a moment later both our hero and Mabel Mallison came to the surface.

"Oh!" cried two of the ladies in the row-boat. "Is she drowned?"

"I trust not," answered Joe. "Sit still, please, or the boat will surely go over."

As best he could Joe hoisted Mabel into the craft and then clambered in himself. As he did so the unfortunate girl gave a gasp and opened her eyes.

"Oh!" she murmured.

"You are safe now, Mabel!" said one of her companions.

"And to think it was my fault!" murmured the young lady. "I shall never forgive myself as long as I live!"

Mabel Mallison had swallowed some water, but otherwise she was unhurt. But her pretty blue dress was about ruined, and Joe's new suit did not look near as well as it had when he had donned it.

"Let us row for the hotel," said one of the young ladies.

"Are you all right?" she asked of Joe.

"Yes, ma'am, barring the wetting."

"It was brave of you to go down after Mabel."

"Indeed it was!" cried that young lady. "If it hadn't been for you I might have been drowned." And she gave a deep shudder.

"I saw she was caught and that's why I went over after her," answered our hero simply. "It wasn't so much to do."

All dripping as he was, Joe caught up the oars of the boat and sent the craft in the direction of the hotel at a good speed. That she might not take cold, a shawl was thrown over Mabel's wet shoulders.

The arrival of the party at the hotel caused a mild sensation. Mabel hurried to her room to put on dry clothing, and Joe was directed to go around to the kitchen. But when the proprietor of the place had heard what Joe had done for his niece he sent the lad to a private apartment and provided him with dry clothing belonging to another who was of our hero's size.

"That was a fine thing to do, young man," said the hotel proprietor, when Joe appeared, dressed in the dry garments, and his own clothing had been sent to the laundry to be dried and pressed.

"I'm glad I was there to do it, Mr. Mallison."

"Let me see, aren't you Hiram Bodley's boy?"

"I lived with Mr. Bodley, yes."

"That is what I mean. Are you still living at the tumbled-down cabin?"

"No, sir. I've just sold off things, and I am going to settle in town."

"Where?"

"I haven't decided that yet. I was going to hunt up a place when Ike Fairfield gave me the job of rowing out the young ladies."

"I see. You own the boat, eh?"

"Yes, sir."

"You ought to be able to make a fair living, taking out summer boarders."

"I suppose so, but that won't give me anything to do this winter."

"Well, perhaps something else will turn up by that time." Andrew Mallison drew out a fat wallet. "I want to reward you for saving Mabel."

He drew out two ten-dollar bills and held them towards our hero. But Joe shook his head and drew back.

"Thank you very much, Mr. Mallison, but I don't want any reward."

"But you have earned it fairly, my lad."

"I won't touch it. If you want to help me you can throw some odd rowing jobs from the hotel in my way."

"Then you won't really touch the money?"

"No, sir."

"How would you like to work for the hotel regularly?"

"I'd like it first-rate if it paid."

"I can guarantee you regular work so long as the summer season lasts."

"And what would it pay?"

"At least a dollar a day, and your board."

"Then I'll accept and with thanks for your kindness."

"When can you come?"

"I'm here already."

"That means that you can stay from now on?"

"Yes, sir."

"I don't suppose you want the job of hauling somebody from the lake every day," said Andrew Mallison, with a smile.

"Not unless I was dressed for it, Mr. Mallison. Still, it has been the means of getting me a good position."

"I shall feel safe in sending out parties with you for I know you will do your best to keep them from harm."

"I'll certainly do that, I can promise you."

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I re-read the question and my final essay answers the question.
- ☐ I included my own thoughts and ideas in my essay.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 3

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

The image shows a digital writing interface. At the top, there is a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left arrow, a right arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area is a large, empty white rectangle for writing. At the bottom left of this area, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric


Points	Criteria
4 Demonstrates effective analysis of text and skillful writing	<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3 Demonstrates adequate analysis of text and appropriate writing	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning
2 Demonstrates limited analysis of text and inconsistent writing	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion


	<ul style="list-style-type: none"> • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1 Demonstrates minimal analysis of text and inadequate writing	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning
0 Student received the score of 0 due to one of the following	<ul style="list-style-type: none"> • Completely blank response • Response indicates a refusal to attempt the task • Response is illegible. • Response is too insufficient to be assessed • Written entirely in a language other than English • No reference to the item or passage provided, but does not seem to constitute an intentional refusal • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing

Text-Dependent Analysis Sample Student Responses

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score 4



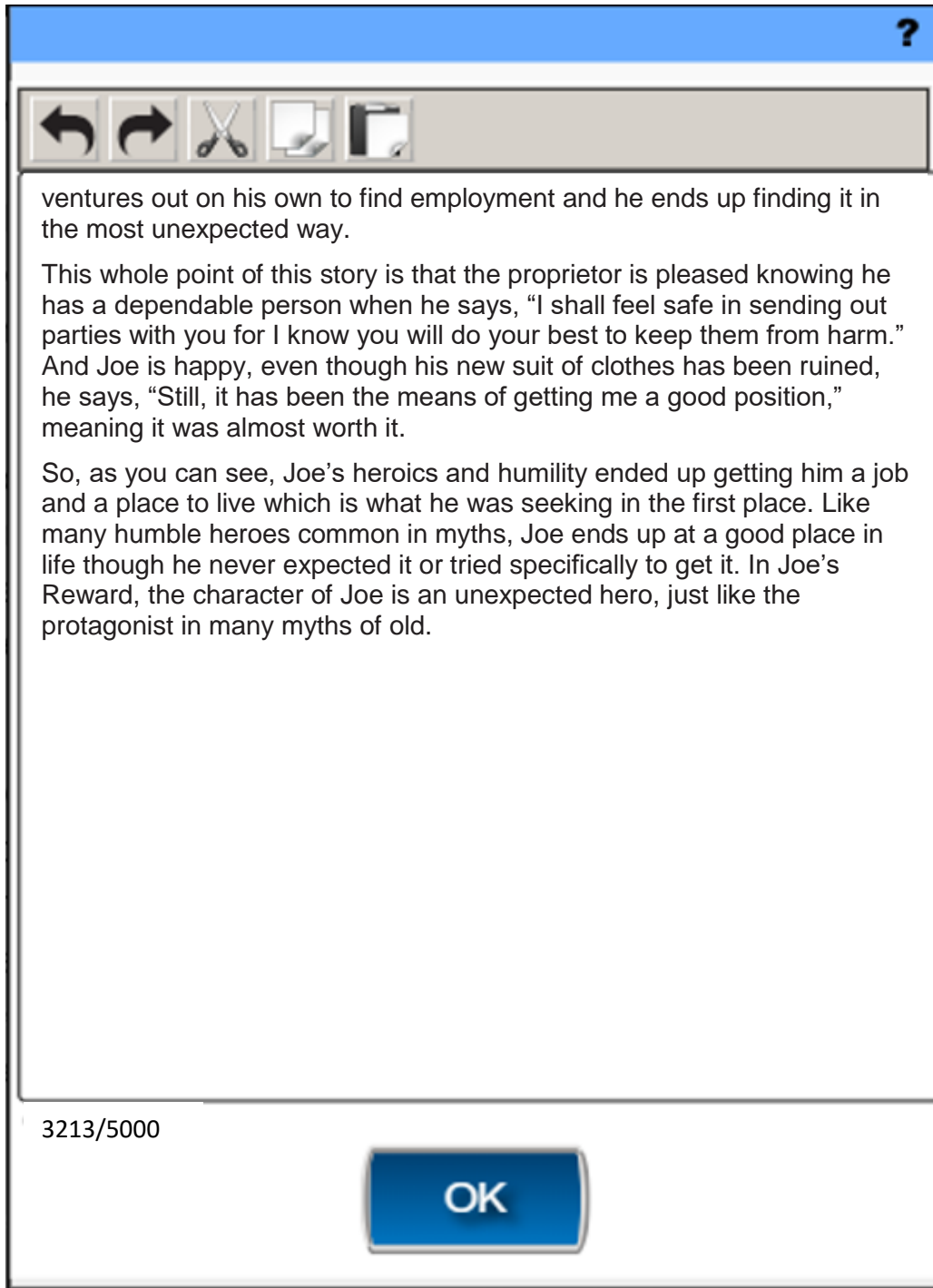


There are comparisons that can be drawn between Joe’s Reward and some common myths. For instance, both Joe’s Reward and many myths feature unexpected heroes who are humble and don’t seek out things solely to bring themselves glory. When we meet Joe he is a simple boat pilot and tour guide dressed in a new suit of clothes for his new job. Little did he know that that day’s excursion would change his life. Joe didn’t set out to be a hero but he ended up becoming one, at least in the eyes of some people.

While taking a group of women to tour a local island, Joe must leap into a lake to save one of them from drowning. He rescues the woman, named Mabel Mallison, even though his new clothes that he is quite proud of and hopes will help him secure employment, will be ruined. He leaps in the water “without hesitation” after he notices her dress is caught under a rock and she is not coming to the surface.

When the other ladies praise his heroics, Joe humbly passes it off as something anyone would have done. But, as the ladies point out, it was still brave. He just says, “It wasn’t so much to do.” Back at the hotel, Joe receives dry clothing and must have thought that was the end of his reward. Though he could have thought all was lost and worried that his new clothes were ruined, Joe was satisfied just having a private room where he could change into a dry set of clothes. He was definitely not thinking about getting some reward.

Much to his surprise, Joe ends up being offered “status” in the form of a job offer from Mabel Mallison’s uncle working at his hotel, in part because Mabel’s uncle is impressed by Joe’s humbleness. At first, the hotel proprietor offers Joe reward money for saving his niece. Of course Joe is too humble to accept it. Instead he says, “If you want to help me you can throw some odd rowing jobs from the hotel in my way.” The proprietor thinks he can do more for Joe than that and offers him regular work along with a place to stay at the hotel. Since Joe was between jobs and looking for a place to live in town, the timing was perfect and Joe’s heroics ended up getting him a job with regular pay (his lack of boarding is taken care of also). This is very fortunate for Joe because we learn in the beginning of the story that securing a job is one reason for Joe’s new clothes. So, Joe





Annotation:

The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. A strong organizational structure effectively supports the focus and ideas, while the effective introduction, development, and conclusion all identify/support a controlling idea (that Joe is an “unexpected hero” like those in many myths). There is thorough analysis of explicit and implicit meanings from the text (“Little did he know that that day’s excursion would change his life,” “Joe didn’t set out to be a hero but he ended up becoming one,” “Joe ends up being offered ‘status’ in the form of a job offer from Mabel Mallison’s uncle working at his hotel, in part because Mabel’s uncle is impressed by Joe’s humbleness,” “the proprietor is pleased knowing he has a dependable person,” and “Like many humble heroes common in myths, Joe ends up at a good place in life though he never expected it or tried specifically to get it”) woven throughout the response. There is substantial direct reference to the text, both the main idea and relevant details (“The proprietor thinks he can do more for Joe than that and offers him regular work along with a place to stay at the hotel” and “he notices her dress is caught under a rock”). Transition use is sometimes skillful (“For instance,” “At first,” and “So, as you can see”) as is the student’s use of precise language (“Joe humbly passes it off” and “the hotel proprietor offers Joe reward money for saving his niece”). There are few grammatical errors in the response and those present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score 4



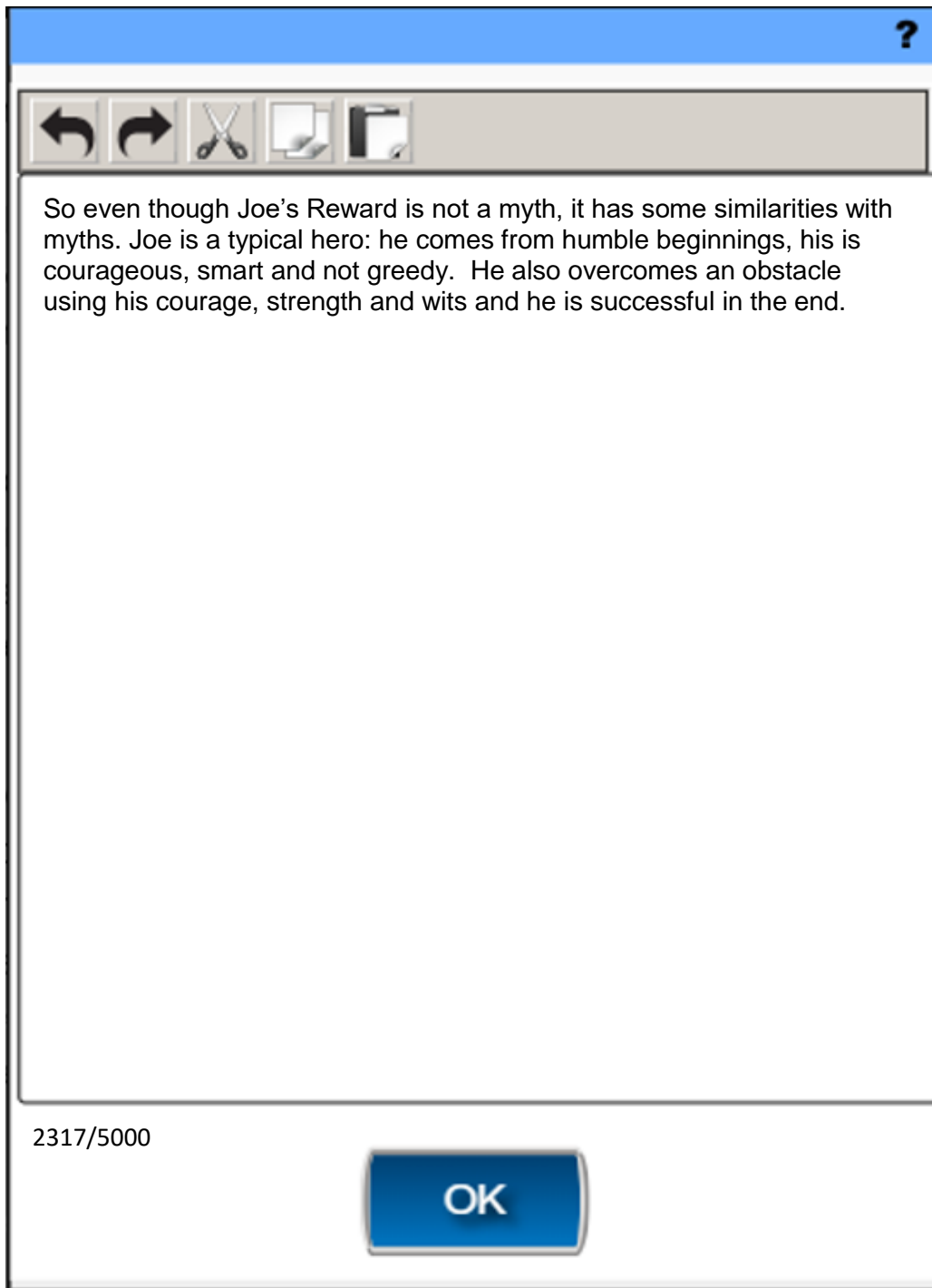


Even through you might not immediately think of Zeus or Hercules while reading Joe’s Reward, there are some similarities between the character of Joe and mythological heroes. The narrator even refers to Joe as “our hero” several times in the story. Also the plots of Joe’s Reward shares some similarities with old legends, myths and stories.

One way Joe is like a mythological hero is he comes from humble beginnings. The story never comes out and says it, but I know that Joe isn’t well-to-do because when he first comes back all wet from saving the girl he is put into the kitchen as if he’s just a servant. Also, Mr. Mallison asks if he is “still living at the tumble-down cabin” (meaning a not-well-to-do house). Many heroes in myths and legends also come from poor upbringing. For instance it’s not really a myth exactly, but Superman was raised by simple farmers.

Another way that Joe is like an old-time hero is he’s not greedy or selfish. In lots of old stories because he wont take any reward. Joe’s Reward is similar because he wont take any money from Mr. Mallison (the girl’s uncle) because he just thinks he was just doing his job. But he does end up taking an actual job offer from Mr. Mallison. Part of the reason Mr. Mallison probably offered him the job is because he didn’t take the reward. That showed Mr. Mallison that Joe was a “good person”, wasn’t selfish/greedy and would be a conscienscious worker.

It’s not just Joe who acts like a mythic figure, the plot of Joe’s Reward also seems like and old myth or legend. Most myths have a problem or obstacle that the hero must solve by a combination of, courage, strength and wits. Joe has to keep the girls safe on his first job as a boat driver. When Mabel falls in the water (and the boat almost tips over), he shows courage by diving in to save her, strength by ripping her dress out from the rocks and wits by even knowing that she was shock under water and wouldn’t come up by herself. Joe is successful in the end: he keeps the girls safe and even gets a job offer.



Annotation:

In this response, the student effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the task. The strong organizational structure effectively supports the focus and ideas, while the effective introduction, development, and conclusion all identify/support a controlling idea ("there are some similarities between the character of Joe and mythological heroes" and "the plot of Joe's Reward also seems like an old myth"). There is thorough analysis of explicit and implicit meanings from the text ("but I know that Joe isn't well-to-do because when he first comes back all wet from saving the girl, he is put into the kitchen as if he's just a servant," "Joe's Reward is similar because he won't take any money from Mr. Mallison (the girl's uncle) because he just thinks he was just doing his job," and "he shows courage by diving in to save her, strength by ripping her dress out from the rocks and wits by even knowing that she was stuck under water") throughout the response. There is substantial direct reference to the text ("The narrator even refers to Joe as 'our hero' several times"). Transition use is skillful ("It's not just Joe who acts like a mythic figure"), as is the student's use of precise language ("Most myths have a problem or obstacle that the hero must solve by a combination of, courage, strength and wits"). There are few grammatical errors in the response, and those present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 4

Hidden treasures, damsels in distress. The hero rides in to save the day dressed in white and riding a white horse. All common things found in myths, or heroic tales. In Joe’s case, he’s dressed in a new suit, collar, tie and cap, and his boat has been freshly cleaned as well. He is poised to become the hero as he approaches the dock. Only he doesn’t know it...yet.

Then, he is only the captain of a small tour boat and is hoping to find better work for himself. (It’s why he dressed so nice) Once his boat is loaded with young women hoping to visit a local island, Joe sets course for a life changing trip, kinda like Ulysses, perhaps?

En route, one of the ladies gets into danger as she fell overboard while gazing at the lake bottom. Not thinking of his new clothes (putting others above himself – another heroic trait), he dives into save the young Mabel from a watery grave. The rest of the ladies praise Joe profusely for his heroics, though his modesty (another trait of mythical heroes) makes him act as if it was nothing at all. But Mabel’s uncle did not think it was nothing. In fact, he was so impressed with Joe (and his heroic traits) that he offered him a job at his hotel. He even through in a furnished room!

Though Joe began the day thinking his future was out somewhere past the little boat ride, it turns out that the boat ride not only gave him a chance to be a hero, without even knowing or trying, he was able to find the future (hidden treasure) he was looking for in a place he did not expect to find it.

1528/5000

OK

Annotation:

The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (“He is poised to become the hero”, “Joe sets course for a life changing trip, kinda like Ulysses”, “putting others above himself—another heroic trait”, “his modesty (another trait of mythical heroes) makes him act as if it was nothing at all” and “he was able to find the future (hidden treasure) he was looking for in a place he did not expect to find it”), effectively supporting claims and ideas. Substantial, accurate, and direct reference to the text supports the main idea (“he’s dressed in a new suit, collar, tie and cap, and his boat has been freshly cleaned as well”, “loaded with young women hoping to visit a local island”, “The rest of the ladies praise Joe profusely for his heroics” and “he was so impressed with Joe (and his heroic traits) that he offered him a job at his hotel”). The response has a strong organizational structure that effectively supports the focus and ideas including skillful use of transitions (“En route”, “Though Joe began his day...”), ideas grouped in a logical order, and a conclusion that is related to the controlling idea. There are few, if any, convention errors (“through” for threw and “kinda” for kind of), and any present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 3

“Joe’s Reward” is a story about a humble boatman that takes people to an island not far from a hotel. He wishes he had a better life and is determined to make it happen. This is a theme often found in myths: the rags to riches tale.

Joe hopes this trip to Fern Island is his last as he sets out with his boat full of passengers on a sightseeing trip. After this, he plans to go and seek his fortune. Little does Joe know that fate is about to step in. Fate is also an element commonly found in myths. The author uses fate as an ironic way for Joe to get what he wants.

In the passage, one of the ladies in his boat falls overboard and begins to drown. Instead of saving a princess in a tower, Joe dives in the water to save her without even thinking of his self or his new clothes. This is another thing heroes often do: his reflexes had him unconcerned for his own safety and he dove in to save her.

Joe’s reward is going from rags to riches, when Mabel’s uncle wants him to work at the hotel because he is so impressed with Joe’s heroics. In the end, Joe ends up getting a better life, exactly what he was hoping for.

1119/5000

OK

Annotation:

The response adequately analyzes how the passage draws on elements commonly found in myths, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text to support ideas and claims (“This is a theme often found in myths: the rags to riches tale”, “Little does Joe know that fate is about to step in”, “The author uses fate as an ironic way for Joe to get what he wants”, and “his reflexes had him unconcerned for his own safety”). Direct reference to the text is provided to support the writer’s purpose (“boat full of passengers on a sightseeing trip”, “one of the ladies in his boat falls overboard and begins to drown”, and “Mabel’s uncle wants him to work at the hotel because he is so impressed”). The response has an appropriate organizational structure with a clear introduction, transitions, and a conclusion. The response contains few, if any conventions errors; any present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 3

Some specific events in Joe’s Reward are similar to elements in myths. For instance the Hero, Joe ends up rescuing a girl, Mabel, after she falls into a lake. This is just like in lots of myths and old stories where the hero rescues a pretty girl usually from a monster or something. In Joe’s reward there is no monster, but Joe is responsible for the girls in his boat so he has to keep them from harm (drowning). Also even though Joe doesn’t “get the girl” the way the hero usually gets the girl at the end of a myth or legend, you can tell that the girls are impressed by Joe rescuing Mabel when one of them says. “It was brave of you to go down after Mabel.”

Another way that Joe’s Reward seems like a myth is that Joe is courageous yet humble just like a lot of heroes in old myths. When he sees Mabel is caught in a rock underwater, he jumps into the water to rescue her without hesitation. He doesn’t think about his own safety or even his own clothes getting all ruined, he just thinks about Mabel not drowning. That is what a hero would do. Then afterwards he does not brag about saving her or show off, instead he acts humble. He won’t even take the reward that Mabel’s uncle offers him. He is probably so humble that he doesn’t think it would be right to take money for something he would do just because he’s a good guy.

Joe’s Reward is like a myth because the hero rescues a girl and saves her from harm and the hero is courageous and humble just like heroes in myths are. So there are elements like myths in Joe’s reward. (even though it’s not a myth).

1563/5000

OK

Annotation:

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is an appropriate organizational structure, including a clear introduction, development, and conclusion, identifying a controlling idea related to the text ("Joe's Reward is like a myth because the hero rescues a girl and saves her from harm and the hero is courageous and humble"). There is clear analysis of explicit and implicit meanings from the text ("you can tell that the girls are impressed by Joe rescuing Mabel," "He doesn't think about his own safety or even his own clothes getting all ruined, he just thinks about Mabel not drowning," and "Then afterwards he does not brag about saving her or show off, instead he acts humble"), mostly in the form of inferences. There is sufficient, accurate, and direct reference to the text ("one of them says, 'It was brave of you to go down after Mabel' " and "He won't even take the reward that Mabel's uncle offers him"), as well as sufficient reference to the main idea of the text. There is appropriate use of transitions and precise language throughout the response. The few grammatical errors present (e.g., missing commas) do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 3

The myth of the hero saving the damsel in distress is woven throughout “Joe’s Reward” by Horatio Alger, Jr. “Our hero”, Joe rows a small boat that takes people to an island not far from a hotel. In the story, Joe is bringing a group of ladies to Fern Island when one of them goes overboard and begins to drown.

First, Joe dives in the water to save Mabel Mallison after she has fallen out of his boat without thinking about it. That’s the sort of thing a hero does. Joe could have very easily said, “I’m not diving in there in my brand new clothes!” but he didn’t. He dove in to save her because he knew that’s what needed to be done. He put the girl’s safety before himself.

He also could have gotten mad at the ladies because he told them that they were making the boat unsteady by moving around a lot. But, he doesn’t bother saying anything even though he could have.

In the end it is Joe’s humbleness that impresses Mabel’s uncle who owns the hotel. He offers Joe money as a reward which Joe turned down. He told the man “I saw she was caught and that’s why I went over after her” which impresses the hotel owner, so much that he offered Joe a job and a place to live after learning he has no place to live anymore.

So, it wasn’t just that Joe saved the damsel in distress; it was also his humbleness that impressed the hotel owner enough to want to keep Joe around.

1371/5000


OK


Annotation:

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is an appropriate organizational structure, including a clear introduction ("The myth of the hero saving the damsel in distress is woven throughout 'Joe's Reward' "), development, and conclusion, identifying a controlling idea related to the text (the idea that Joe exemplifies the hero archetype, which results in his saving a girl and earning the respect of an elder). There is clear analysis of explicit and implicit meanings from the text ("That's the sort of thing a hero does," "He put the girl's safety before himself," and "it is Joe's humbleness that impresses Mabel's uncle"). There is sufficient, accurate, and direct reference to the text using relevant details (e.g., the reference to Joe's "brand new clothes") and quotes (" 'I saw she was caught and that's why I went over after her' "), along with sufficient reference to the main idea of the text ("it wasn't just that Joe saved the damsel in distress; it was also his humbleness that impressed the hotel owner enough to want to keep Joe around"). There is appropriate use of transitions and precise language throughout the response. The few grammatical errors present (missing commas, some awkward sentences) do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 2





In Joe’s reward the passage draws on elements commonly found in myths because Joe is taking some girls on a boat ride and he rescues a girl named Mabel when she falls into a lake. She fall because Mabel’s friend tries to row the boat even though Joe tells her to be careful and she falls onto the gunwale (side of the boat) and Mabel falls in the water. Joe is observant and notices that Mabel’s dress is caught on a rock so he bravely jumps overboard and rescues her. This is why he is called “our hero” in the story. A hero is someone who is brave and does something good like rescue a girl. When they get back to the hotel Joe talks with Mabel’s uncle who is the proprietor of the hotel. He tries to give Joe twenty dollars for saving Mable, but Joe doesn’t take it. Instead Joe asks Mr. Mallister if he can give him a job and Mr. Mallister does give him one. He also lets him stay at the hotel because Joe didn’t have a house any more. Joe gets a job because Mable’s father is so glad his daughter didn’t drown. So everyone lives “happily ever after”. I hope you like reading my response.

1092/5000

OK

Annotation:

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is a weak organizational structure, consisting of a weak introduction, development, and conclusion, that inconsistently supports the focus and ideas. There is weak analysis of explicit and implicit meanings from the text ("Joe is observant and notices that Mabel's dress is caught on a rock" and "he bravely jumps overboard") in the form of inferences or evaluative thinking. There are vague/weak references to the text ("This is why he is called 'our hero' in the story"). There is very little precise language drawn from the text. The errors present (awkward sentences, a usage error, minor punctuation issues) do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 2

The plot of Joe’s Reward is driven by specific event that take place. Joe has a little boat that he uses to take tourists to an island. One time, Joe had to save the life of a woman who almost drown because she fell out of the boat. Joe jumps in after her because he knew it was up to him to do it because the other women in the boat “set up a wail of terror.”

Though it wasn’t easy to losen her dress from the rocks holding her underwater it says, “But at the second tug it came free.” Because Joe saved the woman’s life and the woman was related to the hotel owner, Joe got a job at the hotel.

So, his actions weren’t planned but they ended up getting him a job which he needed because he told the guy, “I’ve just sold off my things and I am going to settle in town. The owner knows then that Joe needs a job and a place to stay. So it works out for everyone because the woman didn’t die, Joe has a job now and a place to stay and the owner has a worker he trusts. So, in the end things worked out for everybody. Joe is like a hero in a myth in Joe’s Reward.

1062/5000

OK

Annotation:

In this response, the student inconsistently addresses some parts of the task (“Joe is like a hero in a myth”), demonstrating partial analytic understanding of the text. There is a weak organizational structure, consisting of a weak introduction, development, and conclusion, that inconsistently supports the focus and ideas. There is some analysis of explicit and implicit meanings from the text (“he knew it was up to him to do it,” “his actions weren’t planned but they ended up getting him a job,” and “the owner has a worker he trusts”), mostly in the form of basic inferences drawn from the text. There are vague/weak references to the text in the form of quotes (“ ‘I’ve just sold off my things and I am going to settle in town’”) as well as references to a main idea (“Joe has a job now and a place to stay”). There is inconsistent use of precise language drawn from the text (e.g., “ ‘at the second tug it came free’ ”). The errors present (e.g., “losen,” as well as some sentence formation, usage, and punctuation issues) do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 1

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The author calls Joe “our hero” and he is cuz he saved that girl and turned down the reward. The ladies go out in Joe’s boat and one falls in the water so Joe saved her life. The girl’s dad was so happy he offered Joe a reward but Joe wouldn’t take it, so the man offered him a job and he said yes. I like this story. Joe got a reward by just helping the girl and by saving her, that’s why Mr. Mallison gave him the job.

421/5000


OK


Annotation:

In this response, the student minimally addresses part of the task by showing that Joe was heroic in the story; however, only an inadequate analytic understanding of the text is demonstrated. There is minimal evidence of an organizational structure—there is no introduction or conclusion and only minimal development. There is only insufficient analysis (the inference that the author refers to Joe as “*our hero*” because he saved the girl and turned down the reward). References to the text are insufficient, consisting of literal, simplistic retellings of specific plot points within the story. There is minimal use of transitions (“so”) and virtually no precise language or domain-specific vocabulary drawn from the text. Grammatical errors present (“cuz,” as well as some sentence formation issues) are not a significant factor contributing to this response’s score of 1.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 1





Joe’s reward is about a guy name joe who takes some girls out for a rowboat ride. They want to plant ferns on the Ferns Rock so joe takes them there they also got some birch brak. On the way back one of the girls name Jennie said she wants to row. Joe said “no” but she tried to anyway and ended up tipping the boat. One of the other girls named Mabel fell off the rowboat. Joe noticed that her dress got caught on a rock so he dove in the lake and rescued her. She wold have drown but joe save her. They all row back to the hotel and Mabel’s uncle named Mr Mallison thanks Joe for saving mabel. Mr malison even tried to give joe a reward but joe wound not take it (the money). But joe said he needed a job and so Mr malison offered joe a job taking the guest out in his boat. Joe said he accept the job. The uncle said he could also live at the hotel because joe din’t have anywhere to live. Joe said thanks and he can start right away. That is what happen in the plot of Joes reward.

986/5000

OK

Annotation:

In this response, the student minimally addresses part of the task by providing a summary of the passage that describes how the character of Joe acts heroically. There is minimal evidence of an organizational structure—there is no introduction and only a minimal and simplistic conclusion. There is only weak, insufficient analysis (“She wold have drown but joe save her”). References to the text, though many, are insufficient, consisting of literal, simplistic retellings of the story’s plot points. There is almost no use of transitions and very little precise language or domain-specific vocabulary drawn from the text. Grammatical errors include inconsistent capitalization, misspellings (e.g., “wold” for would), usage issues (“woman” for women, “happen” for happened, “drown” for drowned, and “save” for saved), sentence issues, and missing/incorrect punctuation. Errors present interfere with meaning.

